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ABSTRACT

This study examined how students at Pennsylvania State University chose to spend their discretionary time outside the structured classroom. A sample of 367 students (a 73% response) completed surveys (62% were from males) containing 19 questions classified in non-academic and academic categories. The three academic questions focused on amounts of time related to number of credits, amount of time dedicated to study, and number of hours spent at the library. The sixteen non-academic questions focused on time related to employment, religious service, volunteer activities, intramural sports, shopping, personal care, talking with friends, dating, cultural events, and time away from the university community. Among the results were the following: (1) 82% of the students reported spending twenty or fewer hours per week on study; (2) 25% of the students spent no time in the library; (3) males tended to enroll for more credits than females; (4) 47% reported watching television five or fewer hours per week and 15% watched no television; (5) 43% worked, and 86% of those reported working 20 or fewer hours per week; (6) 39% participated in intramural sports with 66% spending two or fewer hours per week in intramural sports; and (7) 38% spent one to three hours per week dating. Contains 28 references and 21 tables. (GLR)

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A Profile of the Real World of Undergraduate Students and How They Spend Their Discretionary Time

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Running head: DISCRETIONARY TIME

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A Profile of the Real World of Undergraduate Students and How They Spend Their Discretionary Time

Students attend college to fulfill their various hopes and dreams. Oakley (1990) assures us despite abundant criticism of America's national education system, "undergraduate education in our country can lay persuasive claim to being a success" (p. 32). Yet, Larsen (1990) cautions us that "college may be more stressful than the real world" (p. 5). The complex world of a college or university community creates untold social, political, and economic challenges contributing to the ultimate success or failure of a college student.

Upcraft and Gardener (1989) defined freshman success as more then earning a "sufficient grade point average" . . . it is capitalizing on the "collegiate environment for growing and developing one's maximum potential" (p. 4). Clearly college students are persons in transition from one stage of their lives to another and it is this whole person who succeeds or fails in pursuit of higher education. The whole person is more than a nose in a book or a body in a lecture hall. Individuals bring values, beliefs, and attitudes from rich and diverse ethnic, cultural, and socioeconomic backgrounds. However, they all come together to live and study in a university community which shares not an uncommon value for higher education.

A sense of belonging according to Maslow (1970) is an essential element of human development and the achievement of life's satisfaction for each individual. This sense of belonging according to Maslow is a basic need for developing higher level needs and growth needs. Maslow's hierarchy of needs begins with physiological needs, safety, love and belonging, self-esteem, and esteem of others. Reed (1979) said "sufficient satisfaction of basic needs and of growth needs (meaningfulness, self-sufficiency, order, justice, and individuality) are necessary for the improvement, strengthening, and healthy development of the individual. Satisfaction of these needs is required for self-actualization described by Maslow as the desire to become more and more what one is to become, everything that one is capable of becoming" (p. 131). Students who attend college are no different than the rest of humanity. Their way for becoming "more what one

is to become" is to attend college in search of their own goals to become "all they are capable of becoming".

PURPOSE OF THE STUDY

This study examines how students chose to spend their discretionary time outside the structured classroom. It attempts to target areas for future study to determine the extent to which students depend on specific types of activities to become members of a large research institution and to what extent do university sponsored activities serve as central instruments for student involvement in the entire community.

College life for this study was characterized as more than attending classes. The entire person was viewed as a total person who had to respond to the challenges of academic, social, economic and political issues impounding on students as individuals. The complex psychological and academic demands placed on students pose equal risks for persistence and eventual success in higher education. How, when and if students become integrated into a closed system of higher education needed to be examined.

As students enter the university community, they join a community with specific traditions, ceremonies, and a distinctive character shaping the whole environment. While many activities and traditions exist, the question posed by Light (1989) was to what extent are all students intimately involved in shaping the opinions and the character of an entire student body? This study attempted to identify those types of activities dominating the discretionary time of students and their involvement in the university community. Specifically, the research questions addressed were:

1. How much discretionary time is spent on specific academic activities including hours of coursework, library time, and study time?
2. Do students typically become involved in student organizations and how much time is committed to organizations and other volunteer activities?
3. Do students tend to become more involved in work experience related to their area of study or other non-related areas?

4. Do students develop close friendships when they are more involved in student organizations?

5. Do any of these activities become a function of another?

PROCEDURES

Description of the Sample

The college studied enrolled a population of 1,275 undergraduate students during the fall semester 1989. A sample of five hundred students were randomly surveyed to respond to twenty-five questions related to their discretionary time. Three hundred sixty-seven or 73 percent of the students completed usable surveys. The sample represented 62% male and 38% female undergraduate students who responded to the survey.

The sample included all students enrolled through eighth semester standing. The largest group of students represented were twenty-six percent junior status. The survey was completed after the fall semester so there were no first semester students represented in the sample. See Table 1. The age of respondents ranged between eighteen and twenty-five plus years. The largest age group was the twenty year old, twenty eight percent (see table 2). The profile of the race was broken into three categories: minority, white, and no answer. The minority group represented seven percent of the sample. See Table 3.

Development of the Instrument

The survey instrument was constructed on paper that was machine readable and provided a manageable strategy for summarizing data and beginning data analysis. The instrument was devised by the researchers and reviewed for content validity by a panel of experts to determine validity. The instrument was piloted with a small group of female students who agreed to pilot the instrument.

The survey instrument contained nineteen specific questions that can be classified in two categories of non-academic or academic. The three academic questions focused on amounts of time related to number of credits, amount time dedicated to study, and number of hours spent at the library. The sixteen non-academic questions focused on time related to employment, religious

service, volunteer activities, intramural sports, shopping, personal care, talking with friends, dating, cultural events, and time away from the university community. (See Appendix A)

Additional data were collected from respondents about their gender, age, semester standing, racial/ethnic status, and major. Individual grade point averages were not collected nor was there any attempt to retrieve such data.

Data Analysis

The data were analyzed with the statistical package Statistical Analysis System. Descriptive statistics were generated to profile frequencies and percentages of responses by gender. Pearson correlation coefficients were calculated and a regression model was employed to explain the variance among the independent variable of hours of study time to the variables of other dependent variables in the survey.

BACKGROUND FOR THE STUDY

Integration Into a University Culture

The social integration of individuals moving from one culture to another is a fragile and necessary component of becoming a successful college student. The anthropologist, Van Gennep (1960) describes three stages of integration into a new culture as separation, transition, and incorporation. Tinto (1988) hypothesizes the same stages apply to the persistence and success of college students as they complete the transition into a college culture.

As students enter the university community, they join a community with specific traditions, ceremonies, and a distinctive character shaping the whole environment. A student's success is dependent on becoming integrated into that culture in the same way anthropologists describe how individuals historically have moved from one culture to another. Tinto (1988) contends a student's likelihood for institutional persistence can be compared to the rites of passage Van Gennep describes in The Rites of Passage (1960).

Van Gennep's three stages of passage include: separation, transition, and incorporation. The separation stage requires disassociation from past communities; the transition stage is the process for beginning to acquire norms and behaviors of the new community; and the

incorporation stage involves individuals establishing contact or associations with other members of the new community.

The stages of the rites of passage in a university, especially a large university, are critical points for departure or commitment for persistent in an institution. The stages are associated with both social and academic systems as either formal or informal processes occurring sequentially or simultaneously.

Establishing membership and a sense of belonging in a community is a critical component for retention. Tinto describes the need for ceremony and ritual as important elements of enculturation. Furthermore, these activities need to occur beyond the first week of orientation. It was hypothesized in this study that how students spend their free time is a measure of how students establish contact or develop associations with other members of the new community noncommitantly leading to persistence and success in college. This persistence relates to expectations of various members of the university community and the extent to which expectations of all community members can be fulfilled.

Student Expectations

Litten and Hall (1989) describe and rank indicators of student's and parent's views of quality in colleges in the following order: admission rates of graduates to top graduate or professional schools; students being high achievers before college; graduates satisfied with the college; positive course evaluations by current students; high starting salaries for graduates; graduates who are famous or leaders in their field; students study hard; and a wide variety of student activities and active clubs. In addition, high-quality students and their parents associate high quality with extensive course offerings, advanced equipment and libraries, and a teaching faculty.

Neumann, Neumann, and Reichel (1990) compare some students to human service professionals who have experienced "burnout phenomenon"; or "emotional exhaustion as a state of depleted energy which is assumed to be a response to excessive psychological and emotional demands made on the individual or feeling of low personal accomplishment" (p. 20). They

suggest this phenomenon partially explains student behaviors including attrition, course selection, academic performance and eventual commitment to a college. Furthermore, they associate the phenomenon with concomitant lack of general attractiveness of a college with both current and prospective students.

A lack of a sense of belonging and connection to a university community can contribute to a sense of disenfranchisement and eventual withdrawal from the community. Erickson and Strommer (1991) charge that today's students are more imperfectly prepared for college work; more diverse; more disengaged from learning and the institution; and less confident as learners. The propensity for disenfranchisement would suggest that universities need to consider improving retention strategies that are more compatible with the needs of contemporary college students. The questions must focus on what activities contribute to students sense of belonging or involvement?

The quality of the learning environment, according to Astin (1984), is based on the need for three categories related to persistence: (1) quality of academic advising; quality of teaching; value of required and elective courses; (2) availability of adequate resources including quality libraries, computer research facilities. and small student-faculty ratios, (3) individualized-flexible components of the academic curriculum emphasizing electives, self-directed learning, and self-paced instruction. Astin neglected to recognize the integration of the total person as part of the persistence formula and perhaps overstates resources and independence; especially, in view of the value associated with small group study efforts.

Neumann, et. al., hypothesize the quality of the learning environment is a combination of those factors plus one other factor: indirect inputs including those processes by which colleges attempt to enhance learning in the form of social support. Commitment directly relates to higher-order psychological needs such as Maslow's hierarchy of needs These in-direct factors promote opportunities for student involvement in their own programs and participation in activities i.e. departmental forums, seminars, and special events.

Light (1989) notes a startling number of juniors and seniors are puzzled by "the tone of the campus that is often set by a very small number of people, or organizations, and the tone these

people choose affects all of us whether they are representative or not" (p. 66). Students do choose to be involved in activities tending to promote, more or less, decision making and representativeness for an entire group. It would appear; however, involvement takes on two connotations: involvement in academics or involvement in clubs or organizations. In either sense, students have opportunities for involvement for achieving the ultimate sense of belonging to at least some part of the learning environment. This in turn contributes to the quality of the learning environment whereby increasing the propensity for academic persistence and success. Yet, involvement as Light suggests may include only a small portion of the larger university community.

College students' goals change from freshman to sophomore to junior to senior levels. Theophilides, Terenzini, and Lorang (1984) describe shifts in student goals for freshman and sophomore students as primarily being vocational in nature; junior students focus on both vocational and general education as being equally important; and by senior levels basic education and appreciation of ideas are valued primarily. The reality is that student expectations evolve over time. Not all students have the same expectations nor should it be considered desirable in a richly diverse culture. Yet, there are commonalties that characterize any university community. Those commonalties are borne in tradition and more importantly in basic morally and universally accepted values. Goodlad (1990) defines such values as "moral commitments to inquiry, knowledge, competence, caring, and social justice" because they provide" an ethical framework for engaging in the dialectics of praxis they do not automatically dictate outcomes" (p. 320).

John Dewey (1933) proposes the attitudes necessary for correct thinking as being open minded, whole hearted, and responsible. The extent to which undergraduates expect to bypass general education in anxious anticipation of enrolling in major courses or the "good stuff" is an indicator of the lack of commitment to the educational principles of a baccalaureate degree. Many science-oriented students perceive themselves as not "needing" courses in literature, arts, or sociology; and the liberal arts students view themselves as not "needing" mathematics, chemistry, or biology. Early in their college careers students' expectations are vocational in nature while the

early coursework is relegated to general education. Students' frames of mind may not include the necessary attitudes for correct thinking until well into their academic programs.

Faculty Expectations

Boyer (1989) reports faculty perceptions of undergraduates, in general, are being more career-oriented in their concerns. As part of the Carnegie Foundation for the Advancement of Teaching, a series of surveys ranged profiles of American higher education. In research institutions, 61 percent of the faculty view it is "important" for higher education to prepare students for a career. Eighty-five percent of the faculty agree undergraduates are more careerist in their concerns. At the same time 74 percent of the faculty agree "undergraduate education in America would be improved if there were less emphasis on specialized training and more on broad liberal education" (p. 2). Furthermore, the study shows 68 percent of the faculty in research institutions are either neutral or agreed required general education courses should increase. Ninety-seven percent of the faculty in research institutions feel it is fairly to very important to enhance creative thinking in undergraduate education.

Boyer (1989) reports faculty portray undergraduate students "as ill-suited to academic life" and they are "seriously underprepared in basic skills" (p. 19). This suggests most students come to an institution of higher education with serious needs for remediation in basic skills. Not only must students spend efficient time refining or learning study skills, but they also must schedule ample time for review and study. Fifty-five percent of the faculty view undergraduates as being more willing to work hard in their studies. Yet, forty percent of the faculty agree undergraduates are more willing to cheat in order to get good grades. They regard undergraduates today as being more competitive academically. Sixty percent agree there is a widespread lowering of standards in American higher education.

The underlying factor in determining the quality of the learning experience must squarely rest on the shoulders of students who must access resources, faculty, and self-directed opportunities available to them. The path for enrichment of the quality of the learning experience is twofold based on the availability of support systems and student's willingness to access them.

Yet, faculty need to understand some of their negative expectations on student achievement and how those expectations can in fact contribute to poor performance of many students.

In a large research institution, the undergraduate is often caught in the tenure tug when even faculty who are committed to undergraduate education must focus on research and publishing efforts instead of teaching or advising undergraduate students. It becomes a matter of survival for the faculty member. Stanford's recent announcement of a plan to strengthen undergraduate education promptly brought skeptics from its own faculty (Mooney, 1991). While skeptics abound, the effort harkens promise of future conditions for the undergraduate. The future must be according to Eickson and Stommer (1991) a time when we are "sensitive to the inadequacies and anxieties that accompany our freshmen . . . and are equally sensitive to their potential to meet our highest standards." (p. 23) These changes will be part of new institutional policies surrounding tenure as well as faculty attitudes related to undergraduate education and the clientele they serve.

Institutional Goals

Pascarella, Ethington, and Smith (1988) conclude a college education in American has a primary goal of intellectual development and "the fostering of a sense of one's moral and civic responsibility" (p. 412). While debated among scholars, there are widespread beliefs that college impacts student values which persist after college. Wade (1985) associated professional socialization patterns to politics and involvement in professional organizations in colleges as having long-term association with the concepts of future political participation as well as work place democratic values. In another study, the long-term impact of knowing a faculty member has significant positive association with social activism nearly nine years after initial enrollment in college (Astin and Kent, 1983). Perhaps the most compelling rationale for college participation is captured by Hymand and Wright (1979) who found "measures to reduce pain, injury, suffering, or deprivation, as well as humanitarian conduct towards others, made up a value profile most associated with exposure to college" (p. 413).

While in the era of diminishing resources without light at the end of the tunnel, the question is whether or not institutional goals will focus increasingly on the vocational outcomes of a

baccalaureate degree? Bailey (1991) cautions policy makers about occupational forecasts and what conclusions can be safely derived from those forecasts. Furthermore, he concludes "calling for more college education can be only part of an educational reform movement." (p. 19) Should institutions of higher education fail to be concerned about the quality of teaching and learning of their students or more concerned about research and the industrial development of the nation? Toffler (1991) describes the education revolution as dependent on widening "access of the entire population to computers and the other new media, and protecting - even extending - freedom of expression. Such a coalition is the best guarantee of both intellectual and economic advance in the economics of the 21st century . . . 21st century economics could find that necessity is the mother of freedom" (p. 371).

Yet, Bailey (1991) asks whether credentialing itself has caused inflated educational requirements for occupations. While students increase their interest in attending college for career related motives, the moral dimensions of education are taking on renewed interest from education scholars as well as business and industry executives. In a world that is characterized by great change the mission of higher education may be changing to meet public demands that are both economic and educational. The balance between the two is still not clear.

Retention

Ferguson (1981) notes first-year college student departure rates range between 34% and 60%. She further points out that students who leave college early can develop negative attitudes about education in general. In a university with closed admissions policies, it can be concluded that retention is perhaps not as much a factor of poor academic aptitude as it is a factor of poor study skills, time management, a general misunderstanding of expectations of the university environment, finances, and in some instances, poor academic preparation. It could be concluded all students admitted as baccalaureate degree candidates can succeed.

However, Porter (1989) reports only 41% of all students entering baccalaureate degree programs complete bachelor degrees within six years of their high school graduation and only 15% of all students complete a baccalaureate degree in four years. While recruiting prospective students

is essential, retaining those students is an equally important consideration for colleges and universities in nurturing those students who invest their time and dollars in the world of academia. Clarifying faculty, institutional, as well as student goals is imperative. All participants should be reasonably expected to fairly respond to the expectations of one another as a way of promoting persistence and success rates to somehow diminish Porter's data of faded dreams.

RESULTS

Pearson correlation coefficients were calculated; however, no particular significance between variables were found. A regression analysis approach was employed to relate the hours of study as an independent variable to predict the function of credit load, television watching, participation in student organizations, hours spent in the library and hours of employment on the variable of actual hours of study. In examining the regression model the researcher found, as could be expected, the only variable having a negative influence on the amount of time devoted to study was the variable of television watching. The regression model was dismissed since more than 12% of the variance was unexplained.

Eighty-two percent of students reported spending twenty or fewer hours per week on study. Thirty-four percent of all respondents acknowledged spending less than ten hours per week on study. See Table 5. Twenty-five percent spent no time in the library and eighty-four percent of all students spend five or fewer hours per week in the library. See Table 6. The results of the study revealed fifty-eight percent of the respondents were enrolled for 14-17 credits during the semester surveyed.

Males tended to enroll for more credits than females. Fifty-eight percent of male students enrolled for 16-18 or more credits compared to fifty-two percent of the female students enrolling for the same number of credits. Twenty-eight percent of the males enrolled for 18+ credits compared to fourteen percent of the females enrolling for 18+ credits. See Table 4.

Forty-seven percent of the students reported matching television five or fewer hours per week. Fifteen percent reported watching no television.

Forty-three percent of the students work in paid employment; however, eighty-six percent of the students work twenty or fewer hours per week; fourteen percent work twenty-five hours or more per week; less than five percent work forty hours per week. Fifty-five percent reported their jobs are related to their area of study and fifty-one percent of the jobs were located somewhere on campus. Thirty-seven percent felt they could not afford not to work, 29% were not sure if they could afford not to work; and 33% reported they can afford not to work. See Table 7.

There was no significant relationship between hours of work and hours of study time. Eighty-five percent of students who work spend 20 or fewer hours per week working. See Table 9. In addition, there was no statistical significance found between hours per week working or hours of week spent in the library. See Table 10. Again, there was no relationship associated with hours per week spent in student organizaton and hours per week on study. See Table 11.

Typically students do leave the county during the semester. Eighty-four percent of the students leave the county for two or more weekends per semester. Seven percent do not leave the county for any weekends. The county is primarily a rural area with the major employer being the University. See Table 12.

Students were asked whether or not they participate in religious services. Forty percent attend religious services. For those who attend religious service, 77% spend two or fewer hours per week participating in religious activities. Sixty-six percent of these students attend religious services off campus. See Table 13.

Eighteen percent of the respondents reported participating in volunteer work. The volunteerism was primarily off campus and males and females were equally involved in volunteer work. See Table 14.

Thirty-nine percent participate in intramural sports with sixty six percent spending two or fewer hours per week in intramural sports. An additional 19% of the respondents watch intramural sports. See Table 15.

The University has many clubs and organizations including fraternitites and sororities as well as professional organizations and honorary groups. In addition the community has many

other organizations which students can choose to join. Sixty-four percent of the respondents belong to at least one group. Those who belong tend to spend few hours per week in activities related to those activities. Seventy-eight percent of the students spend less than six hours per week in activities related to those organizations. Seventy-eight percent of the students spend less than six hours per week in activities related to their organizations. See Table 8.

Fifty nine percent spend one hour per week shopping and 32% spend 2-3 hours per week shopping. See Table 16. Personal care and housekeeping for 83% of the students totaled less than three hours per week. Sixty-six percent spend twenty minutes or less per day talking on the telephone. Almost 11% spend one hour or more per day talking on the telephone. See Table 20.

While dating is not necessarily associated with the descriptor of "close friends", it is noted that 38% of the students spend one to three hours per week on "dates." See Table 17. Thirty-seven percent of the students responded spending zero hours per week in cultural events described as theater, concerts, recitals, and films. Fifty three percent of the students do attend cultural events for one to three hours per week. See Table 18. Thirty-eight percent of the students reported having seven plus close friends at Penn State. See Table 19.

There was no relationship between hours of study and number of credits. It appears that more credits per semester does not suggest more study hours. See Table 21.

CONCLUSION AND RECOMMENDATIONS

The most disturbing conclusion was related to the extent to which students do not access one of the most important resources of any college or university: the library. It is recommended that students have more assignments and early orientation instruction in utilizing library facilities.

Another concern surrounded the amount of time dedicated to study activity. Students do not appear to have adequate commitment to rigorous study. It is recommended that all students participate in study skills instruction and that each professor integrate study skills strategies into their courses.

While many students participate in clubs and organizations, it would appear only a small number of students take on leadership activity or active involvement in the organized activities. It is recommended that student leaders are schooled in promoting involvement and the value of democratic values on short-term and long-term involvement for all members of any organization. Involvement in clubs and organizations remains only one aspect of involvement in the total college experience and should be clearly articulated to students the concept of involvement in club organizations, research, academics, as well as the entire academic community. Perhaps a recommendation should promote the concept of volunteerism and the "Lions Share" program now operating within Penn State.

The increased costs of purchasing higher education could potentially be offset by planned and supervised work experience that relate specifically to academic majors. It is recommended that a structured college-wide program for work experience is developed and made available to all students in all programs. As part of this program, research projects within the college should be identified so students can apply for opportunities most appropriate for them academically, as well as financially.

Finally, it is concluded that additional research is needed to clarify those factors contributing to persistence and success for students in the College. In particular, a qualitative analysis project including student involvement in structured observation and interview techniques could shed valuable insights.

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Table 1

Profile Of Students By Semester Of Enrollment (N-367)

Semester Standing	Gender		Total %	Cumulative Percent
	Male %	Female %		
Freshman 2nd Semester	3	6	9	9
Sophomore 3rd Semester	2	1	3	12
Sophomore 4th Semester	11	7	19	31
Junior 5th Semester	10	5	14	45
Junior 6th Semester	18	8	26	71
Senior 7th Semester	4	1	5	76
Senior 8th Semester	13	8	21	97
No Answer	2	1	3	100
Total	63	37	100	

Table 2

Age Of Male And Female Student Respondents (N=367)

Age	Gender		Total %	Cumulative Percent
	Male %	Female %		
18	2	4	6	6
19	7	9	16	22
20	16	12	28	50
21	16	7	23	73
22	10	4	14	87
23	1	1	2	89
24	1	1	2	91
25+	6	1	7	98
No Answer	2	-	2	100
Total	61	39	100	

Table 3

Profile Of Survey Respondents by Race and Gender (N=367)

Background	Gender		Total %
	Male %	Female %	
Minority	5	2	7
White	56	35	91
No Answer	1	1	2
Total	62	38	100

Table 4

Number Of Credits Per Semester at Time of Survey (N=363)

Number of Credits	Gender		Total %	Cumulative Percent
	Male %	Female %		
<11	6	2	8	8
12-13	6	5	11	19
14-15	13	11	24	43
16-17	19	15	34	77
18+	18	5	23	100
Total	62	38	100	

Note. Frequency Missing = 4

Table 5

Number Of Hours Per Week Spent Studying (N=366)

Number of Hours	Gender		Total %	Cumulative Percent
	Male %	Female %		
<2	-	-	-	-
2-5	5	2	7	7
6-10	17	10	27	34
11-15	20	10	30	64
16-20	11	7	18	82
21+	9	9	18	100
Total	62	38	100	

Note. Frequency missing = 1

Table 6

Number of Hours Per Week Spent in Library by Gender (N=365)

Number of Hours	Gender		Total %	Cumulative Percent
	Male %	Female %		
None	17	9	26	26
<2	19	12	31	57
2-5	14	13	27	84
6-10	8	3	11	95
11-15	2	1	3	98
16+	1	1	2	100
TOTAL	61	39	100	

Note. Missing frequency = 2

Table 7

Number of Hours Per Week Spent Working During the Semester (N=161)

Number of Hours	Gender		Total %	Cumulative Percent
	Male %	Female %		
5	7	4	11	11
10	19	11	30	41
15	14	9	23	64
20	13	8	21	85
25	5	2	7	92
30	3	1	4	96
40 or more	3	1	4	100
Total	64	36	100	

Note. 43.8 percent of the students do work.
51.6 percent work on campus.
55.2 percent responded the job is related to their area of study.
Frequency missing = 206
33.0% reported they could afford not to work.
37.6 reported they cannot afford not to work.
29.4 were not sure if they could afford not to work.

Table 8

Number of Hours Per Week Involved in PSU Organizations (N=236)

Number of Hours Per Week	Gender		Total %	Cumulative Percent
	Male %	Female %		
1-2	23	14	37	37
3-4	12	10	22	59
5-6	10	9	19	78
7-8	5	4	9	89
9-10	2	2	4	91
10+	6	3	9	100
TOTAL	58	42	100	

Note. Frequency missing = 131.
65.4 percent of the respondents belong to student organizations.

Table 9

Crosstabulation by Percents of Responses to Hours Per Week Worked and Hours Per Week of Study Time (N=161)

Average Number of Hours Per Week Working	Hours of Study Time 2-5	6-10	11-15	16-20	21+	Total %	Cumulative Percents
5	3	1	3	1	4	12	12
10	1	10	9	7	2	29	41
15	4	4	8	5	3	24	65
20	1	7	6	4	4	22	87
25	1	3	1	1	1	7	94
30	-	1	-	-	-	1	95
40	1	1	1	1	1	5	100
Total	11	27	28	19	15	100	
Cumulative Percent	-11	38	66	85	100		

Table 10

Crosstabulation by Percents of Responses to Hours Per Week Worked and Hours Per Week in Library (N=160)

Average Number Hours Per Week Worked	Hours Per Week in Library						Total %	Cumulative Percents
	None	<2	2-5	6-10	11-15	16+		
5	2	5	1	2	-	-	10	10
10	6	10	9	-	2	2	29	39
15	4	7	9	3	-	1	24	63
20	5	6	6	3	1	-	21	84
25	3	2	1	1	-	-	7	91
30	1	1	1	1	-	--	4	95
40+	23	32	29	10	3	3	100	-
Cumulative Percent	23	55	84	94	97	100	-	-

Table 11

Crosstabulation by Percents of Responses to Hours Per Week Involved in Student Organizations and Hours Per Week of Study Time (N=104)

Number of Hours Per Week Working	Hours of Study Time						Total %	Cumulative Percent
	1-2	3-4	5-6	7-8	9-10	10+		
5	6	2	3	1	-	2	14	14
10	13	6	8	1	-	3	31	45
15	6	6	9	5	1	-	27	72
20	8	7	2	-	2	-	19	91
25	5	1	-	2	-	-	8	99
30	-	-	-	-	-	-	-	99
40+	-	--	-	1	-	-	1	100
Total	38	22	22	10	3	5	100	
Cumulative Percent	38	60	82	92	95	100		

Note. Missing frequency = 263

Table 12

Number of Weekends Per Semester Leaving County (N=367)

Number of Wekends Leaving of county	Gender		Total %	Cumulative Percent
	Male %	Female %		
None	4	3	7	7
1	6	3	9	16
2	10	9	19	35
3	8	8	16	51
4	10	6	16	67
5+	23	10	33	100
Total	61	39	100	

Table 13

Number of Hours Per Week Dedicated to Religious Services (N=144)

Number of Hours	Gender		Total %	Cumulative Percent
	Male %	Female %		
1	33	18	51	51
2	14	10	24	75
3	5	4	9	84
4	4	2	6	90
5	2	-	2	92
6	-	1	1	93
7	2	-	2	95
8+	3	2	5	100
Total	62	37	100	

Note. Missing frequency = 223
39.9 percent of the students attend religious services
34.4 percent attend religious services on campus

Table 14

Frequency of Student Participation in Volunteer Activities (N=362)

Response	Gender		Total %
	Male %	Female %	
Yes	9	9	18
No	53	29	82
Total	62	38	100

Missing frequency = 5

Table 15

Hours Per Week Spent Participating in Intramural Sports (N=140)

Number of Hours	Gender		Total %	Cumulative Percentage
	Male %	Female %		
1	18	7	25	25
2	30	10	40	65
3	10	7	17	82
4	5	3	8	90
5	3	2	5	95
6	1	-	1	96
7	4	-	4	100
Total	71	29	100	

Note. Frequency missing = 227. Thirty-eight percent reported play in intramural sports with 28.0 percent of the males and 10.0 percent of the females responding they do participate in intramural sports.

Table 16

Number Of Hours Per Week Spent Shopping (N=367)

Number of Hours	Gender		Total %	Cumulative Percent
	Male %	Female %		
1	39	19	59	59
2	12	9	21	81
3	6	5	10	91
4	2	2	4	95
5	1	1	2	97
6	1	1	3	97
8+	1	1	3	100
Total	62	38	100	

Table 17

Number Of Hours Per Week Spent Dating (N=365)

Number of Hours	Gender		Total %	Cumulative Percent
	Male %	Female %		
None	1	1	1	1
1-3	25	13	38	39
4-5	21	12	33	72
6-7	7	5	12	84
8-9	3	3	6	90
10+	6	4	10	100
Total	62	38	100	

Note. Missing frequency = 2

Table 18

Number Of Hours Per Week Attending Cultural Events (N=366)

Hours Per Week	Gender		Total Percent
	Male %	Female %	
None	26	11	37
1	13	8	21
2	10	11	21
3	6	4	10
4	4	1	5
5	1	1	2
6	1	1	2
7+	1	1	2
Total	62	38	100

Note. Missing frequency = 1

Table 19

Number Of Close Friends At PSU (N=361)

Number of Close Friends	Responses By Gender		Total %	Cumulative Percent
	Male %	Female %		
None	3	2	5	5
1	5	2	7	12
2	4	4	8	20
3	5	4	9	29
4	3	5	8	37
5	10	5	15	52
6	7	3	10	62
7	25	13	38	100
Total	62	38	100	

Note. Missing frequency = 6.

Table 20

Number Of Hours Per Week Talking With Friends (N=364)

Number of Hours	Gender		Total %	Cumulative Percent
	Male %	Female %		
None	8	3	11	11
1-3	-	-	-	11
4-5	1	1	2	13
7-9	14	9	23	36
10-12	1	1	2	38
13-15	-	-	-	38
16+	8	7	15	53
No Answer	30	17	47	100
Total	62	38	100	

Note. Missing frequency = 3

Table 21

Crosstabulation of Percent Responses By Hours Per Week of Study Time and Number of Credits (N=362)

Hours Per Week Study Time	Number of Credits <11	12-13	14-15	16-17	18	Total %	Cumulative Percent
2-5	1	1	3	2	1	8	8
6-10	3	4	7	11	4	27	35
11-15	3	3	6	10	8	30	65
16-20	-	1	4	6	7	18	83
21+	1	1	4	6	4	17	100
Total	8	10	24	35	24	100	

Note: Missing frequency = 5